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HEIRNET 2019

2 SEP - 4 SEP: THE UNIVERSITY OF VIENNA, VIENNA, AUSTRIA

Bericht zur HEIRNET-Konferenz 2019 an der Universität Wien 02.-04.09.2019

Roland Bernhard & Thomas Hellmuth

Public History Historical Culture Identity and Pedagogy



HEIRNET-Konferenz an der Universität Wien

HEIRNET ist die größte internationale Konferenz von Geschichtsdidaktiker/-innen weltweit. Die 16. internationale HEIRNET Konferenz fand von 2.-4.9.2019 an der Universität Wien statt.

Rund 100 Geschichtsdidaktiker/-innen aus allen fünf Kontinenten und mehr als 20 verschiedenen Ländern trafen in Wien zusammen.

Im Rahmen der Konferenz tauschten die Teilnehmer/-innen der Konferenz ihre Forschungsergebnisse über Geschichtsvermittlung, Politische Bildung und Geschichtskultur aus, berichteten über den aktuellen Status des Geschichtsunterrichts in ihren jeweiligen Ländern und planten zukünftige internationale Projekte.

Am Mittwochabend lud der Wiener Bürgermeister alle Delegierten der Konferenz zu einem Empfang in den Rathauskeller.



Von Links nach rechts: Roland Bernhard (Universität Oxford/Salzburg – holte die Konferenz nach Wien), Jon Nichol (Historical Association – Begründer von HEIRNET), Thomas Hellmuth (Universität Wien – Gastgeber und Tagungsleitung), Michael Mitchell (HEIRNET-Finanzreferent), Hilary Cooper - Historical Association – Begründerin von HEIRNET)

„A friendly conference“

Roland Bernhard & Thomas Hellmuth

Als sich der Campus der Universität Wien vom 2. bis zum 4. September 2019 mit Geschichtsdidaktiker/-innen aus allen fünf Kontinenten füllte, machte der Running-Gag die Runde, dass nun nur noch Teilnehmer/-innen aus der Antarktis fehlen würden, damit das weltumspannende Netz des **History Educators International Research Network** komplett würde.

Die HEIRNET-Konferenz, die jährlich immer mehr Teilnehmer/-innen versammelt, wurde im Jahr 2004 von Hilary Cooper und Jon Nichol initiiert und fand nunmehr zum 16. Mal statt. In drei verschiedenen Hörsälen wurden an der Universität Wien parallele Sessions abgehalten, in denen Geschichtsdidaktiker/-innen von ihren empirischen und theoretischen Forschungsprojekten berichteten. In den mehr als 90 Vorträgen wurden zahlreiche Themen im Zusammenhang mit historischem und politischem Lernen, Geschichtsunterricht, Geschichtslehrpersonen und Geschichtskultur angeregt diskutiert. Die Notwendigkeit, Schüler/-innen zu einem reflektierten und selbstständigen historischen und politischen Denken zu führen, manifestierte sich als ein gemeinsam geteiltes Prinzip in den verschiedenen Beiträgen.

Der „Geist von HEIRNET“ – so empfinden es viele Teilnehmer/-innen – besteht in einer Haltung des gegenseitigen (interkulturellen) Verständnisses, des offenen Austauschs und der internationalen Kooperation. „We are a friendly conference“ brachte dies Jon Nichol auf den Punkt.

Und tatsächlich: Zahlreiche internationale Kooperationsprojekte, viele Gastforschungsaufenthalte und eine große Anzahl von Publikationsprojekten sind im Rahmen von HEIRNET in den letzten Jahren entstanden. Als ein herausragendes Beispiel dafür sei das **History Education Research Journal (HERJ)** genannt. Die Zeitschrift wird inzwischen vom **University College London, Institute for Education Press** publiziert und veröffentlicht ausschließlich geschichtsdidaktische Beiträge nach einem internationalen Peer Review Verfahren.

Wir hoffen mit der Konferenz einen Beitrag zur weiteren internationalen Vernetzung innerhalb der Geschichtsdidaktik-Community geleistet zu haben. Abschließend wollen wir Nachwuchs-Wissenschaftler/-innen auch im deutschsprachigen Raum dazu ermutigen, ihre Forschungsergebnisse über HEIRNET und dem Journal HERJ einem internationalen Publikum bekannt zu machen und damit die Scheu, diese in englischer Sprache zu präsentieren, abzulegen.

Die nächste HEIRNET-Konferenz findet im Jahr 2020 in Amsterdam statt.



Melanie Innes,
Newcastle, Australien



Alois Ecker
Graz, Österreich



Cynthia Wallace-Casey
Ottawa, Kanada



Mariana Lagarto
Porto, Portugal



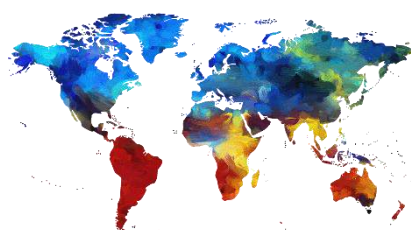
Mizuki Hoshi, Tokio, Japan
Yusuke Tatara, Hiroshima, Japan



Christian Mathis
Zürich, Schweiz

Vortragende aus allen fünf Kontinenten

Fotoauswahl



Arie Wilschut
Amsterdam, Holland



Kostas Kasvikis
Western Macedonia,
Griechenland



Katharine Burn
Oxford, England



Andrea Brait
Innsbruck, Österreich



Tania Riveiro Rodríguez
Santiago, Spanien



Jonathan Bradley
Montreal, Canada



Debra Donnelly
Newcastle, Australia
Gideon Boadu, Ghana



Amna Khawaja
Mikko Puustinen
Helsinki, Finnland



Eleni Apostolidou
Ioannina, Griechenland



Maren Tribukait
Braunschweig, Deutschland



Vojtěch Ripka
Prag, Tschechien

Programm der HEIRNET-Konferenz

Tag 1: Montag, 2.9.2019

Session 1: Conference Opens: 13.00-13.45

13.00-13.05	Conference Opens : Hilary Cooper, Jon Nichol, Thomas Hellmuth and Roland Bernhard: Greetings
13.05-13.20	Hilary Cooper, HEIRNET Sebastian Schütze, Dean of the Faculty of Historical and Cultural Studies
13.25-13.45	Introductory Lecture Thomas Hellmuth: History Didactics in Politically Turbulent Times

Session 2: 14.00-15.30

2.1: TITLE: Papers Perspectives On The Past - Papers

Name	Title
Terry Haydn	Values in the history curriculum – British and other
Panayotis Gatsotis Panayotis Kimourtzis George Kokkinos	“The street children” [n.b. a mainstream history & the curriculum paper]
Cynthia Wallace-Casey	Remembering and Reconciliation in Canada: Teaching and Learning Indigenous History
Caitriona ni Cassaithe	Children’s epistemic beliefs about history and how they may be addressed

2.2: TITLE: Curricular Issues and Imperatives - Papers

Name	Title
Rosi Gevaerd	History education: implementation in the Curriculum and School Practices
Ida Vesterinen	The power of a cultural model: A teacher’s interpretations of the history curriculum
Vita Gouvei Emanuel Isabel Barca Nitza Costa	History education and curriculum in primary school in Angola: a local perspective
Dolinha Schmidt	“Historical class”: a proposal for the reconstructive methodology in history teaching

Programm der HEIRNET-Konferenz

2.3: TITLE: Exploring History as Objects and Sites - Symposium

Name	Title
Kenneth Nordgren Maria Johansson Ulrik Holmberg Martin Stolare David Ludvigsson Cecilia Trenter	To explore history as objects and sites

Session 3: 16.00-17.30

3.1: TITLE: History Lessons, Spatial Concepts, Identities from four national and international perspectives - Papers

Name	Title
Astrid Schwabe	History Lessons, Spatial Concepts and Identities through German eyes
Nadine Fink	History Lessons, Spatial Concepts and Identities through a Franco-Swiss lense
Peter Gautschi	History Lessons, Spatial Concepts and Identities from consideration of a Swiss Germanic viewpoint
Thomas Hellmuth	History Lessons, Spatial Concepts, Identities reflecting Austrian orientation

3.2: TITLE: Controversial and Sensitive Issues - Papers

Name	Title
Maria Vlachaki	Oral history in teaching Holocaust: Critical thinking, valuing otherness, creativity
Mariona Massip Antoni Santisteban	Hate Speeches in Recent History Education
Georgia Kouseri	'Shadows of the past into the present': a video that reveals what pupils consider as significant about the Holocaust
Maren Tribukait Barbara Christophe	Does history bite...or bore? Dealing with controversial issues in the European history classroom
Katharine Burn	Bringing historians and history teachers together on site and online: the impact of teachers' engagement in sustained, subject-rich professional development

Programm der HEIRNET-Konferenz

Session 4: 17.45-18.45

4.1: TITLE: Critical Thinking and the Commemoration of War: A New Zealand Case Study - Workshop

Name	Title
Steve Watters	"He died for us": The Challenge of applying Critical Thinking to the Commemoration of War in New Zealand

4.2: TITLE: HistoryLab - Workshop

Name	Title
Vojtěch Ripka	HistoryLab: Evidence from developing an online learning environment

4.3: TITLE: Sources in the teaching and learning - Workshop

Name	Title
Tom Haward	How do students, teachers and education professionals experience visual sources in the teaching and learning of History?

Tag 2: Dienstag, 3.9.2019

Session 5: 09.00-10.30

5.1: TITLE: The Visual Dimension – Images and Imagers of the Mind - Papers

Name	Title
Richard Hughes	Images, Collective Memory, and Forging Historical Narratives
Alexander Cutajar	What are the issues associated with using historical film's moving images in the history classroom regarding historical understanding?
Debra Donnelly	Using feature films for the development of historical consciousness Research and practice
Kostas Kasvikis Asmina Andrikou	Historical Educomic: Investigation of the possibilities of using comics in History Education
Myria Constantinidou	Picture History: Promoting Historical Thinking Skills through visual resources

Programm der HEIRNET-Konferenz

5.2: TITLE: History Education – International Perspectives - Papers

Name	Title
Adele Nye	Teaching History in Australian Universities: encounters in historical scholarship, evidence and practice
Špela Bezjak	Identification of Pupils with Dyslexia in Slovenian Museums and Material Sources
Sebastian Barsch Christian Mathis	«With these exhibits many interesting things can be learned about past times»[1] – Representations of history lessons at playmobile
Yusuke Tatara	Japanese schools and the students' understanding of historical significance
Maria Barry Catriona Ni Cassaithe Fionnuala Waldron Peter Whelan	Narratives of the nation among Irish student primary teachers in the centenary of commemorations

5.3: TITLE: History and Moral Encounters Intersect – A History Didactic Perspective - Round Table / Seminar

Name	Title
Niklas Ammert Slvia Edling Jan Löfström Heather Sharp	History and moral encounters: exploring theoretical and empirical intersections of historical and moral consciousness from a History didaktik perspective

Session 6: 11.00-12.30

6.1: TITLE: Historical - Understanding, Thinking, Perspectivity, Empathy - Papers

Name	Title
Arie Wilschut	Private history as a means towards historical understanding
Gloria Sole Agusti-Sanchez, Maria Carril-Merino, Maria Teresa	Historical Empathy in future secondary school teachers: a parallel study in the universities of Valladolid (Spain) and Minho (Portugal)
Marilia Gago	Why thinking historically? Teachers' ideas about historical narrative and historical consciousness

Programm der HEIRNET-Konferenz

David-Alexandre Wagner Torjus Dversnes	Historical Empathy Through Film as a Gateway to In-depth Learning and Historical Thinking about Slavery: A Case-study using 12 Years A Slave (McQueen, 2013) with 12th graders in Norway.
Tim Huijgen	The Assessment of Historical Perspective Taking. Opportunities and Challenges for History Teachers

6.2: TITLE: Historical Consciousness, Identity, Legacy and Commemoration - Papers

Name	Title
Mark Sheehan	But what do they really think? Methodological challenges of investigating young people's perspectives of war remembrance
Vanessa Gwendolyn Johnson	Forget-Me-Not: The Legacies of Beaumont-Hamel at "The Rooms" (St John's, Newfoundland and Labrador, Canada)
Steve Watters	An Uncomfortable Truth: The Case for Teaching the New Zealand Wars
Alison Kitson	'No history is pretty': an exploration of the role of ethnic identity in students' construction of 'British stories'
Natasha Robinson	Developing historical consciousness in the South African Grade 9 history classroom: How students learn to construct the relationship between past and present

6.3: TITLE: Teacher-led Curriculum Development – Workshop

Name	Title
Alderik Visser	Teacher-led Curriculum Development in The Netherlands. Possibilities and Pitfalls for curriculum-development in history-, civics and social studies education



Programm der HEIRNET-Konferenz

Session 7: 14.00-15.30

7.1: TITLE: Thinking Historically and Historical Thinking - Papers

Name	Title
Laura Arias-Ferrer Alejandro Egea-Vivancos	The European and Spanish History through our students' eyes. What do they remember? How do they understand history and historical events?
Georgia Kouser	What "remains" of the past? Historical thinking through historical enquiry
Mariana Lagarto	Thinkinghistoricallyabouttransnationalquestions (grade 12)
Roland Bernhard	How the paradigm shift to historical thinking in the Austrian curriculum of 2008 affected the beliefs of history teachers. Results from the CAOHT/EBAHT project
Mizuki Hoshi	How do Japanese students give meaning to their history teachers' lessons?

7.2: TITLE: Thinking Historically and Historical Thinking - Papers

Name	Title
Tania Riveiro Rodríguez Facal, Ramon Lopez	Historical memory in feminine: didacticinnovation and educational research in Social Sciences
Kostas Kasvikis	Public history goes to the history classroom: Opportunities and realities of Greek Primary education.
Eleni Apostolidou	Civic Public Space as Conflictual Space
Helena Pinto	Between theory and practice: the role of heritage in history education
Jerónimo Miguel Rueda Dicenta	History Festivals in Europe as Public History initiatives

7.3: TITLE: Historical Consciousness – the State of the Art or the Art of the State? Workshop

Name	Title
Alois Ecker Barbara Derler Bettina Pairededer	Historical Consciousness – the State of the Art: A Comparative Approach to the Concept from Various Regional Discourses

Programm der HEIRNET-Konferenz

Session 8: 16.00-18.00

8.1: TITLE: Professional Development - Papers

Name	Titles
Gideon Boadu	Exploring secondary History teachers' disciplinary and pedagogical reasoning and practices in Ghana
Andrei Sokolov	How to train students to teach Public History at school
Angela Ioannou Eleftherios Klerides	Reconciling traditional and new history in their minds and actions; an ethnographic study of secondary school teachers
	5 MINUTE INTERMISSION
Nichole Roussou K. Aggelakos C.Kourgiantakis	From Freshmen to Seniors: UG students, perspectives, struggles, concerns on History Education. A view on Ionian University History Department reality.
Jason Todd Abigail Branford	Evaluating a Professional Development Model for the Teaching of Empire, Migration and Belonging
Maria Vlachaki Dimitrios Sidiropoulos Athina Kagiadaki	An Oral History Educational Network for teachers' professional development in history teaching

8.2: TITLE: Textbooks - Papers

Name	Title
Claus Haas	Fraud and political spin in Casino 20th of March 1848: The Danish constitution as mythological 'place' of memory and forgetting in history textbooks and political discourse in the 2000s
Andrea Becher Eva Glaser	Children Textbooks—Promotion of Historical Thinking in The Early Years and Primary Phases
João Luis Bertolini	Didactics manuals and mediations between historical culture and school culture: the case of narratives about Islam in Brazilian and Portuguese textbooks
	5 MINUTE INTERMISSION
Gloria Sole Cosme Carasco	Spanish and Portuguese students' ideas about the historical process of Iberic Union: An exploratory study focusing on the use of textbooks
Sam Allison Jon Bradley	Fake and Foul: Canada's Orwellian History Textbooks
Annemiek Houwen	Inclusion of women in Dutch history textbooks

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8.3: TITLE: Finnish Teacher education - Symposium

Name	Title
Matti Rautiainen Mikko Puustinen Anna Veijola Riitta Tallavaara	Finnish Teacher education challenging traditional school history



20.00
Bürgermeisterempfang
Wiener Rathauskeller
Rathausplatz 1
1010 Vienna, Austria



Programm der HEIRNET-Konferenz

Tag 3: Mittwoch, 4.9.2019

Session 9: 09.00-10.30

9.1: TITLE: The Language of History: Historical Literacy - Papers

Name	Title
Amna Khawaja Mikko Puustinen	Evidence or ornament? - Comparing disciplinary literacy practices in history classrooms in primary and upper secondary schools
Silvia Bauer-Marschallinger	Learning the Language of History in the Bilingual Classroom: How a Language-Based Approach Can Support the Acquisition of Historical Competences
Hilary Cooper	Constructivist Approaches to Chronology using the Horrible Histories series of Terry Deary
Melanie Innes	Dynamic Historical Literacies
Vojtěch Ripka	HistoryLab: An online learning environment developing students' historical literacy

9.2: TITLE: 3D Printers as a Tool for Teaching History - Workshop

Title	Name
Joshua Kenna, Matt Hensley	Monuments in Hand: 3D Printers as a Tool for Teaching History

Session 10: 11.00-12.30

10.1: TITLE: Teaching and Learning - Papers

Name	Title
Matt Hensley Joshua Kenna	Leveraging Twitter to Promote Active Learning & Citizenship in the Social Studies Classroom
Andrea Brait	Visiting a Museum in History Lessons. A Research Project on the Austrian Federal State Museums
Montserrat Dopico Gonzalez	The use of media materials and social networks in the development of intercultural competences of Secondary School students
Marc-André Éthier Stéphanie Didier	The video game in the history class: impact on student learning and suggested lines of thought for enlightened school use

Teilnehmer/-innen und Affiliation 1

Teilnehmer/-in	Affiliation	Land
Agusti-Sanchez, Maria		Spain
Alber, Anne	University of Vienna	Austria
Allison, Sam		Canada
Ammert, Niklas	Linnaeus University	Sweden
Andrikou, Asmina		Greece
Apostolidou, Eleni	University of Ioannina	Greece
Arias-Ferrer, Laura	University of Murcia	Spain
Barca, Isabel	CITCEM, University of Porto	Portugal
Barry, Maria	DCU	Ireland
Barsch, Sebastian	Kiel University	Germany
Bauer- Marschallinger, Silvia	University of Vienna	Austria
Becher, Andrea	University of Paderborn	Germany
Bernhard, Roland	University of Oxford/Salzburg	UK/Austria
Bertolini, João Luis	UFPR Paraná Brasil	Brazil
Bezjak, Spela	University of Ljubljana	Slovenia
Boadu, Gideon	University of Newcastle	Australia
Bradley, Jonathan	McGill University	Canada
Brait, Andrea	University of Innsbruck	Austria
Branford, Abigail	Oxford University	United Kingdom
Breitfuss, Judith	University of Vienna	Austria
Bruckner, Eva	University of Vienna	Austria
Burn, Katharine	University of Oxford, Department of Education	United Kingdom
Carrasco Gomez, Cosme	University of Murcia	Spain
Carril-Merino, Maria Teresa		Spain
Christophe, Barbara	Georg-Eckert-Institut	Germany
Constantinidou, Myria	University of Cyprus	Cyprus
Cooper, Hilary	University of Cumbria	United Kingdom
Costa, Nitza		
Cutajar, Alexander	University of Malta	Malta
Derler, Barbara	University of Graz	Austria
Déry, Catherine	Université de Montréal	Canada
Dicenta, Jerónimo Miguel Rueda	University of Murcia	Spain
Didier, Stephanie	University of Montréal	Canada
Donnelly, Debra	UON - School of Education	Australia
Dopico Gonzalez, Montserrat	Universidad de Santiago	Spain
Dversnes, Torjus	Bryne upper secondary school	Norway
Ecker, Alois	University of Graz	Austria
Edling, Silvia	University of Gävle	Finland

Teilnehmer/-innen und Affiliation 2

Egea-Vivancos, Alejandro	University of Murcia	Spain
Emanuel, Vita Gouveia		Portugal
Ethier, Marc-Andre	University of Montréal	Canada
Fink, Nadine	University of Teacher Education - State of Vaud - Switzerland	Switzerland
Gago, Marilia	University of Minho and CITCEM	Gonzalez
Gatsotis, Panayotis	1st Regional Center for Educational Planning of Attica, Athens	Greece
Gautschi, Peter	PH Luzern	Switzerland
Gevaerd, Rosi	São Braz College / LAPEDUH - UFPR	Brazil
Glaser, Eva	Universität Osnabrück	Austria
Haas, Claus	Danish School of Education, Aarhus University	Denmark
Haward, Tom	UCL	United Kingdom
Haydn, Terry	University of East Anglia	United Kingdom
Hellmuth, Thomas	University of Vienna	Austria
Hensley, Matt	University of Tennessee	USA
Holmberg, Ulrik	Karlstads University	Sweden
Hoshi, Mizuki	University of Tokyo	Japan
Houwen, Annemiek	UVA	Netherlands
Hughes, Richard	Illinois State University	USA
Huijgen, Tim	University of Groningen	Netherlands
Innes, Melanie	University of Newcastle	Australia
Ioannou, Angela	University of Cyprus	Cyprus
Johansson, Maria	Karlstad University	Sweden
Johnson, Vanessa Gwendolyn	University of New Brunswick	Canada
Kagiadaki, Athina	University of Western Macedonia	Greece
Kasvikis, Kostas	University of Western Macedonia	Greece
Kenna, Joseph	University of Tennessee	USA



Teilnehmer/-innen und Affiliation 3

Khwaja, Amna	University of Helsinki	Finland
Kimourtzis, Panayotis	University of the Aegean	Greece
Kitson, Alison	UCL Institute of Education	United Kingdom
Klerides, Eleftherios	Ionian University, History Department	Cyprus
Kokkinos, George	University of the Aegean	Greece
Kouser, Georgia	University of Cyprus	Greece
Lagarto, Mariana	CITCEM - University of Porto	Portugal
Ludvigsson, David	Linköping University	Sweden
Massip Sabater, Mariona	Universitat Autònoma de Barcelona	Spain
Mathis, Christian	Zurich University of Teacher Education (PHZH)	Switzerland
McCrory Catherrine	IOE, UCL	United Kingdom
Mitchell, Mike	Hodder Education	United Kingdom
ni Cassaithe, Caitriona	Dublin City University	Ireland
Nichol, Jon	HEIRNET	United Kingdom
Nordgren, Kenneth	Karlstad University	Sweden
Nye, Adele	University of New England	Australia
Paireder, Bettina	University of Graz	Austria
Pinto, Helena	CITCEM - University of Porto	Portugal
Puustinen, Mikko	University of Helsinki	Finland
Rautiainen, Matti	University of Jyväskylä	Finland
Ripka, Vojtech	Institute for the Study of Totalitarian Regimes	Czech Rep.
Riveiro, Rodriguez Tania	University of Santiago de Compostela	Spain
Robinson, Natasha	University of Oxford	United Kingdom
Roussou, Nicole	Ionian University	Greece
Sanchez, Raquel	University of Murcia	Spain
Santisteban, Antoni		Spain



Teilnehmer/-innen und Affiliation 4

Stolare, Martin	Karlstad University	Sweden
Tallavaara, Riita	University of Jyväskylä	Finland
Tatara, Yusuke	Hiroshima University	Japan
Todd, Jason	University of Oxford	United Kingdom
Trenter, Cecilia	Linnaeus University	Sweden
Tribukait, Maren	Georg Eckert Institute	Germany
Veijola, Anna	University of Jyväskylä	Finland
Vesterinen, Ida	University of Jyväskylä	Finland
Visser, Alderik	Netherlands Institute for Curriculum Development	Netherlands
Vlachaki, Maria	University of Thessaly	Greece
Wagner, David- Alexandre	University of Stavanger (Norway)	Norway
Waldron, Fionnuala	Dublin City University	Ireland
Wallace-Casey, Cynthia	University of Ottawa	Canada
Watters, Steve	Professional Historians Association of New Zealand	New Zealand
Wtzig, Johannes	University of Vienna	Austria
Whelan, Peter	Dublin City University	Ireland
Wilschut, Arie	Centre for Applied Research in Education (CARE)	Netherlands
Winslow, Barbara		USA





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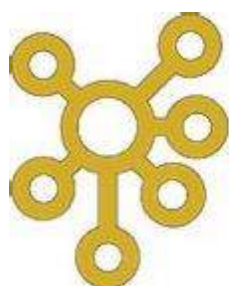


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HEIRNET VIENNA 2019

